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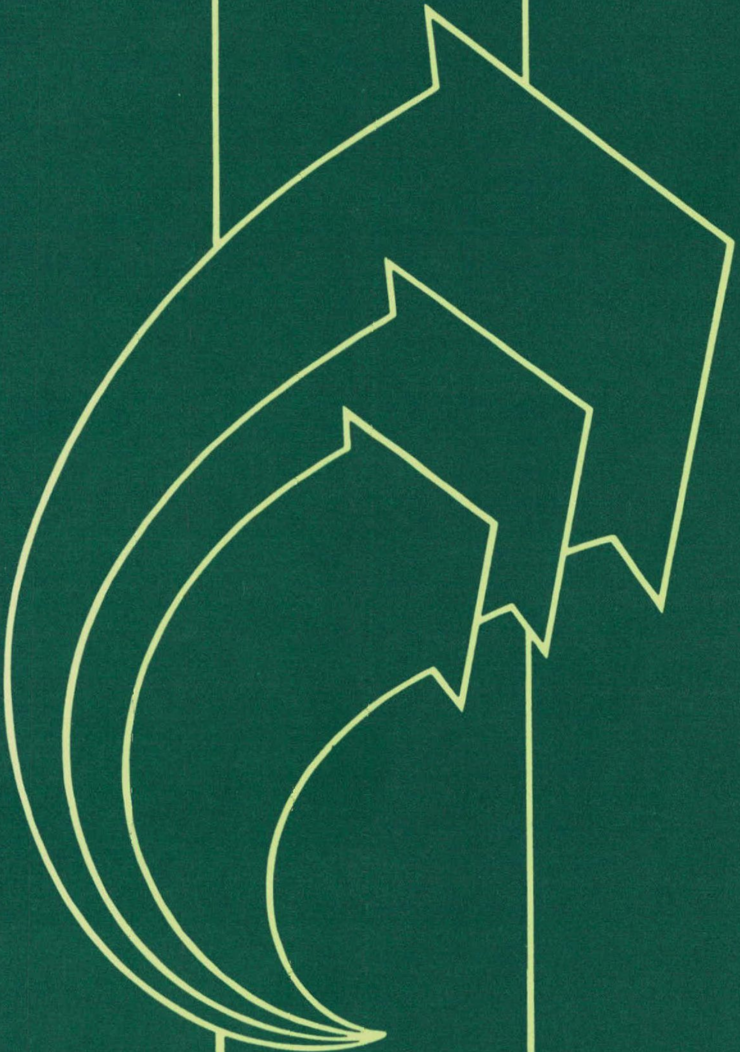

Planning and Research

Curriculum Evaluation Project

Executive Summary

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Alberta
EDUCATION
Summer 1978

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CURRICULUM EVALUATION PROJECT

EXECUTIVE SUMMARY

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CURRICULUM EVALUATION PROJECT

(EXECUTIVE SUMMARY)

- conducted in the initial stages by a number of ad hoc committees of the Curriculum Branch of Alberta Education.
- completed and reported on by Dave Collett, The University of Alberta, through a commission by Alberta Education, Planning and Research Branch, Edmonton.

This condensed report provides only a brief overview and selection of the findings in point form along with some possible implications and conclusions.

AN OVERVIEW

The Curriculum Evaluation Project was a pilot of what could become an on-going systematic approach to gathering and organizing evaluative information about the high school curriculum from a provincial perspective.

Objectives

In dealing with the general problem of piloting a province-wide curriculum evaluation model, the committees which directed the project established a number of explicit and implicit objectives which, over time, seemed to encompass the following within the framework provided by the Stake model for evaluation:

1. Provide comparative information about each of the general curriculum areas of the provincial high school program.
2. Provide an initial attempt at an organized system of longitudinal monitoring.
3. Provide a means whereby the comparative effectiveness of each program may be indicated; at least to the point of suggesting the need for a more in-depth evaluation in a subject area.
4. Through focusing on the student, to document:
   (a) from school records, various student accomplishments and their relationship with the individual's school program,
   (b) from questionnaires, the opinions of students (both while they were students - Q1, and later in retrospect - Q2, Q3) about their high school program.
5. Explore ways of grouping the student records and responses so that their individual high school programs would be similar, (i.e. to avoid mixing responses of individuals from diversely different school programs).
6. Limit the investigation to the level of *general* high school goals and *subject area* objectives, leaving specific course objectives and curriculum for in-depth area evaluations.

The Approach Used

As a guide to identifying different types of information that would be required, and to provide a framework for organizing the information after collection, the model advanced by Robert Stake was followed. Stake's model represents the process of judging the merit of educational programs through an elaboration of the general systems model.

While the intent of the study and the model chosen emphasized the consideration of information from *ALL* sources, the piloting of the approach focused on the student-client. The major sources of information therefore were student records and three student questionnaires administered in schools during 1971 (Q1), and post high school during 1973 (Q2) and 1977 (Q3). Some additional information was gathered from high school "A" card reports.

The provincial perspective necessitated the gathering of information which would relate to factors influencing "schooling" of all the high school students whithin the province, although the information was categorized so as to elucidate the differences between various student groups. Information therefore focused on goals and goal-type statements, student programs, subject area objectives, school services and generalized learning activities. The student-clients involved were asked to evaluate each of the areas of schooling in the way in which they personally were affected. Accompanying educational and occupational achievements were also recorded. Evaluative information regarding what *was* their experience was supplemented on the third questionnaire by soliciting their views regarding what *should be* in the future.

The Participants

The study was limited to a single group of 2,754 students, selected randomly from the entire 1971 Grade XI provincial enrollment. Department of Education records provided educational information about these students, and evaluative feedback was provided by these students via questionnaires completed during their grade eleven year (Q1), one year after leaving high school (Q2), and five years after leaving high school (Q3).

MAJOR FINDINGS

The project dealt primarily with the presentation of the information gathered, which in and of itself should prove interesting and useful but should be interpreted with caution. The full usefulness of such information would only be realized through systematic gathering of such information on a periodic basis which would provide standards for comparison.

The following chapter by chapter summary is presented in point form, commencing with Chapter Two.

CHAPTER TWO: THE SCHOOLS & INCOMING STUDENTS

Prior to considering evaluative information about provincial high school curriculum, it is important first to consider antecedent information about the schools through which the curriculum is presented to the student-client, and then some antecedent information about the student prior to enrolling in the high school.

School Characteristics

- Average school enrollment was 907, 40% of the students were from schools of fewer than 500.
- Credit offerings ranged from 100 to 1200 (average 400), with 70% of students attending schools offering fewer than 600 credits.
- On the average, students attended schools with 47 teachers.
- 71% of the students attended semestered schools, 27% - 10 month terms.
- 55% attended schools offering academic, business and vocational programs.
- Geographical areas of less than 5,000 population accounted for 45% of the sample.
- Average pupil-teacher ratio was 17 to 1, but approximately 20% attended schools with ratios higher than 20 to 1 and less than 15 to 1.
- 30% of the students attended schools with no designated counsellor.
- Shifts in school characteristics from Q1 to Q2 to Q3, tended toward the smaller, academic-business, rural, 10 month term high schools.

Student Characteristics

- The average grade eleven student was in his/her 17th year.
- Over 60% reported their parents' educational level at high school or lower.
- Shifts in student characteristics from Q1 to Q2 to Q3, tended slightly toward female, higher ability, and higher achievers.

School - Student Characteristics

- Characteristics of students attending the various school categorizations differed little.

CHAPTER THREE: COURSE SELECTION & STUDENT PROGRAMS

Results of student-client feedback on the process of course and program selection, and results of computer analyses of student records in analyzing their "programs" or their particular selection of courses were presented.

Information presented on the process of course selection focused on:

(a) what subject areas were selected and why,

(b) what difficulties were encountered in getting selections,

(c) who influenced selections,

(d) which courses were dropped and why,

(e) how, over time, students felt they would have selected differently.

Information obtained as a result of analysis of student records resulted in "groupings" of students according to similarities in their programs, in that they tended to take similar clusters of courses.

Course Selection

- 60% of the Q1 respondents felt they had free selection of courses.
- Business and Vocational courses were selected primarily for job preparation.
- Fine Arts, Home Economics, Industrial Arts and Physical Education courses were selected primarily for personal interest.
- English, Social Studies, Mathematics, Science and Second Languages were selected primarily for college or university entrance.
- Courses that were selected primarily for personal interest were the areas that students had the most difficulty in getting what they had selected.
- Highest dropout rates (10%) were in Business, Science, Second Language; lowest in English and Home Economics (3%).
- In looking back, students' later views on course selection tended toward:
    - (a) an increased recognition of the need to include Business, Vocational, Physical Education and other Practical Arts courses,
    - (b) seeing the "academic" courses as less important.

Student Programs

- programs (the "mix" of courses taken by a student) were identified.
- Programs of a "diploma" nature held students of lower ability and achievement.
- Matriculation programs which include modern languages enrolled significantly larger proportions of females, while the math-science programs had a larger proportion of males.
- Vocational, Industrial Arts, General Diploma and Non-Diploma all enrolled higher proportions of males.
- Business and Home Economics enrolled larger proportions of females.
- Slightly over 1/2 of the students were enrolled in a matriculation program, 1/3 in general programs, 1/10 in each of Business and Vocational.
- Business programs enrolled students with the lowest ability scores - 82% below the mean T-SCAT score.

CHAPTER FOUR: CAREER PLANS & ACHIEVEMENTS

Information was gathered concerning students' career plans on the first questionnaire (Q1) and subsequent information was gathered on the achievement of these plans through student feedback via follow-up questionnaires Q2 and Q3.

The first part of this chapter dealt with career plans: what they were, who influenced the forming of career plans, and how are they were associated with the various school programs. The second part of the chapter followed up the development of the career plans showing the students' achievement in 1973 and 1977. The achievement of career plans was also shown in association with school programs and other related variables.

Student Career Plans

* While in Grade 11, 92% planned to finish high school; reasons for planning not to finish primarily included a job or dislike for school.

* In Grade 11, 46% had made a career decision, only 14% had not. By the completion of Grade 12, 55% had made a career decision and 11% had not.

* Post high school plans had the majority (57%) intending to go to university or college, 22% with plans to go directly to work.

* Parents were identified as the major source of influence regarding career plans.

* 89% of those planning to go to university were enrolled in matric programs.

Career Achievements

* One year after high school, 46% had gone directly to work (over 70% of these had planned to do so), 35% on to post-secondary programs. 58% of those planning university had gone on to some post-secondary program, but only 33% of those planning college had done so.

* Five years after high school, 78% were employed, 13% were still students, 9% were unemployed.

* 72% of those enrolled in the Business program and 54% of those enrolled in Vocational were employed by 1973 (one year after graduating).

* In 1977, the highest unemployment was reported by students who had come through the General program.

* In 1977, no Vocational or Business student was unemployed (seeking a job).

* By 1977, large urban centres had a somewhat higher proportion of students going on to post-secondary programs.

* By 1977, large urban centres had a higher proportion of their graduates unemployed, small urban centres the lowest.

* Academic only schools had a higher proportion of their students unemployed than did academic and business or academic and business and vocational schools.

CHAPTER FIVE: EDUCATIONAL ACHIEVEMENTS

While Chapter Four reported on general career plans and achievements this chapter dealt more specifically with educational achievements. Occupational achievements follow in Chapter Six.

Educational achievements of the student-clients selected in 1971 included:

(a) high school achievements,

(b) post-high school achievements,

(c) a breakdown of achievements by various student characteristics,

(d) a breakdown of achievement according to the students' programs,

(e) a breakdown of achievement by various school attributes.

General

* By 1973 (one year after normal completion of high school) over 80% reported having completed high school, however records showed only 54% had achieved a diploma and 30% had achieved university matriculation.

* By 1977 (five years after high school) 30% reported having gone to university, 16% to college, and 13% to technical institutes. 20% reported 4 or more years of post-secondary education.

* Further educational articulation by program:

(a) Business - 61% no further education,

(b) Vocational - 28% to apprenticeships, 18% to technical institutes,

(c) Matriculation - 42% to university,

(d) General - 37% no further education.

Achievement By Student Characteristics

* 63% females and 50% males achieved a high school diploma.

* Although higher ability ratings were associated with higher proportions of students achieving a high school diploma, 35% in the first decile of Total SCAT achieved a diploma, and only 84% from the tenth decile did so.

Achievement By Student Program

* Completion of the high school diploma seemed closely associated with those in "core" or more in-depth programs and those with clearly identified plans for further education.

* Lower completion rates from Vocational programs seem associated with plans for work and apprenticeships. The same was true for those in the other programs (except Business).

* A higher proportion of those enrolled in the Matriculation program achieved a diploma than in other programs. Business was second, General lowest.

* While only 33% of all those in the Matriculation program achieved matriculation, 70%

of those in the program who reported plans to go to univeristy, achieved their matriculation.

Achievement By School Characteristics

- More extensive school offerings (more credits) do not seem to be associated with higher proportions of graduates.
- Small urban schools graduate slightly fewer students, and large urban schools see larger proportions achieve matriculaton.
- Larger proportions of graduates seem associated with Academic and Business high schools and ten-month term programs.

CHAPTER SIX: OCCUPATIONAL ACHIEVEMENTS

As the second major area of post high school endeavor, occupational development was a prime area for feedback from the students involved in the longitudinal study. Information regarding occupational decisions, the attainment of employment, job status, and job satisfaction was primarily collected via the third questionnaire (Q3).

This chapter focused on the following topics:

(a) occupational status and job classifications,

(b) wage classifications,

(c) extent of mobility.

Reference was made back to such student variables as sex and ability, program variables, as well as selected school variables.

- By 1977 (five years after high school) 78.1% were employed, 5.6% unemployed and seeking jobs, 3.4% unemployed but not seeking jobs, 12.7% were still students.
- Similar male/female proportions were reported in professional and semi-professional jobs. Males were predominant in the managerial, skilled and semi-skilled categories, while more females were reported in clerical and sales.
- Business and vocational programs reported the highest degree of "relatedness" of earlier plans with that which they were doing in 1977.
- Business programs were most closely associated with clerical sales positions (45.8% of those in the program), vocational with skilled and semi-skilled (41.7% & 25%), matriculation with professional and semi-professional (12.3% & 17.5%).
- More females were reported in the lower wage bracket and a higher proportion of males in the higher brackets.
- A higher proportion of those in the vocational program were reported in the higher wage brackets than those from other programs.
- Vocational students reported a higher level of career satisfaction than did students from other programs.

- Vocational students found their first employment sooner than did students from other programs.
- 65% of the 1977 respondents still lived within 25 miles of the high school they had attended.

CHAPTER SEVEN: CLIENT EVALUATION OF CURRICULUM

Student-client feedback was collected regarding the *adequacy* of their high school program. Evaluative opinions were collected in six general areas:

(a) opinions regarding specific curriculum concerns at the time of the questionnaire,

(b) opinions of the adequacy of their high school program in meeting their needs in terms of the provincial curriculum *general goals* ,

(c) opinions of the adequacy of their high school program in meeting their needs in terms of the provincial curriculum *aims for each subject area* ,

(d) opinions regarding the effectiveness and prevalence of various teaching methods,

(e) evaluative opinions regarding various school services,

(f) evaluative opinions regarding various extra-curricular activities.

The major focus of this part of the evaluation was on the provincial goals/aims/objectives as laid down by the Program of Studies, these being the prime source of curriculum leadership to school districts and schools.

Specific Concerns

- Work experience and special projects were evaluated highly (close to 70% of those who had participated).
- More emphasis on basics was suggested by 56%. However, more remedial help for those experiencing difficulty showed 86% agreement.
- More practical work experience was indicated by 80% and more vocational emphasis by 70%.
- Over 60% reported dissatisfaction with counselling in their school years.
- Respondents were split over the need for more emphasis on preparation for leisure time activities.

Achievement of General Goals

- On the average, 60% rated the Goals of Basic Education adequately achieved for them.
- Goal areas receiving the highest adequacy ratings were:

  (a) develop basic and special knowledge competencies 71%,

  (b) learn how to organize, analyze and use information 70%,

(c) develop skills in communication (65%).

1. Goal areas receiving the lowest adequacy ratings were:
   (a) develop management skills (44%),
   (b) learn about the world of work (40%).
2. Higher proportions of those from business (65%) and vocational (60%) programs rated their school experiences adequate than did those from the matriculation (56%) or general (56%).

Achievement of Subject Area Objectives

* Subject areas judged as most adequately meeting their objectives for their students included: Physical Education (76%), Mathematics (72%), Science (66%), and Industrial Education (65%).

* Subject areas judged as least adequately meeting their objectives for their students included Second Languages (41%), Drama, Art and Music (44-50%).

Effectiveness & Prevalence of Teaching Methods

* Practical activities, class discussions, individual projects were rated most effective.

* Least effective learning activities were teacher lectures, language labs, and library research.

* The most prevalent learning activity was the teacher lecture (34%).

* The higher achiever tended to rate "individual" types of learning activities more highly, the lower achiever tended to prefer more "group" learning activities.

* There appeared to be some relationship between the prevalence of the more effective teaching methods and the extent to which subject areas adequately achieved their objectives.

School Services Evaluated

* Guidance, library and cafeteria services received "good" (3 on a 5 point scale) evaluations on the average.

Extra-Curricular Activities

* Sports activities were rated good to very good, overall school spirit was rated as only "fair" on the average.

CHAPTER EIGHT: FUTURE DIRECTIONS

The final part of the evaluation project focused on student-client feedback on what *importance* should be placed on various aspects of the high school curriculum in the future. This was an attempt to identify "intended outcomes" for comparison in future evaluations and to give some direction to current curriculum planning and resource allocation.

In the first and second questionnaires (Q1 and Q2), only three general questions were asked, seeking importance ratings on selected curriculum goals. The third questionnaire however included a broader approach which identified ratings of importance of each of the subject area objectives and rankings of the goals of secondary education based on importance.

Priorities

While the Alberta Program of Studies emphasizes that no priority is affixed to the various goal statements, the results of this study showed significantly different weightings of importance placed by this sample of ex-clients of our school system. And, while the Department of Education does not want to prescribe priorities to these goals, it does influence priorities through:

(a) Diploma requirements,

(b) course curriculum requirements,

(c) resource allocations through special grants, etc.

Hence, the perceived needs and opinions of the students and the ex-student should be considered when making such curriculum decisions.

Selected Goal Ratings

* The development of occupational skills, and provision of information for occupational choice were rated very important.

Importance Of General Goals

* In rating the importance of goals, "skill" goals were rated higher than "knowledge" or "attitudinal" goals, and the development of the individual was rated more important than social goals.

* Learning skills, communication skills and management skills are amongst the objectives ranked most important.

* Of the 12 Goals of Basic Education, the three rated most important were:

  (a) develop a desire for learning (97%-ile),

  (b) develop skills in communication (84%-ile),

  (c) develop management skills (81%-ile).

* Lowest importance was attributed to:

  (a) appreciate culture and beauty in the world (2%-ile),

  (b) learn to be a good citizen (20%-ile),

(c) practice and understand the ideas of health, fitness and safety (21%-ile).

Importance Of Subject Area Objectives

- Rating of Subject area objectives showed similar emphasis to the ratings of general goals as the highest subject area objectives were:
  - (a) to develop the ability to understand and solve a problem,
  - (b) to develop the ability to communicate clearly in speech and writing,
  - (c) to increase ones' self-confidence,
  - (d) to develop the ability to get along well with others,
  - (e) to develop appropriate attitudes and work habits.
- Lowest subject area objectives were from the fine arts and second languages areas.

Importance Of Subject Areas

- An overall ranking of subject areas based on the average importance of their objectives showed industrial education, social studies, business education as the highest on importance.
- Fine arts and second languages were rated as lowest in importance.

Importance Of Objectives Within A Subject Area

- For exemplary purposes the most important and least important objectives of subject areas follow:

  (a) Industrial Education
  most: to develop appropriate attitudes and work habits,
  least: to develop basic skills to enter a post high school institution;

  (b) Social Studies
  most: to develop an awareness of values,
  least: to use information to propose a solution to social problems;

  (c) Business Education
  most: to develop individuality in thought and action,
  least: to develop business skills of individual interest;

  (d) Mathematics
  most: to develop the ability to understand and solve a problem,
  least: to appreciate the contribution of math to progress;

  (e) Physical Education
  most: to develop the ability to get along with others,
  least: to develop a strong body;

  (f) Language Arts
  most: to develop the ability to communicate clearly in speech and writing,
  least: to appreciate style changes in the English language;

(g) Science
most: to connect scientific knowledge with vocational skills and opportunities,
least: to understand the role of science in societies' development;

(h) Second Language
most: to speak a second language well enough to communicate,
least: to write anything one can say in a second language;

(i) Music
most: to increase ones' self confidence,
least: to understand ways of communicating through music;

(j) Art
most: to develop individual artistic skills,
least: to develop an understanding of post and present art;

(k) Drama
most: to obtain freedom and control in physical movement,
least: to develop concentration in drama.

IMPLICATIONS OF THE FINDINGS

Since the design of the project was the *pilot* of a *longitudinal* study rather than one of experimental research, it was primarily descriptive in nature. The significance of any particular piece of information must be considered within the whole, and would increase in significance as similar information became available for subsequent but similar groups of students.

Nevertheless, the implications of the findings should be considered and in the light of other information may lend support to further action. Some of these implications are discussed briefly.

In-depth Evaluation of Subject Areas

- Achievement ratings of subject area objectives indicate a need for in-depth evaluation of the Modern Languages curriculum and the Fine Art curriculum.
- Subject area dropout rates (and their causes) in Business Education, Science, and Second Languages require study.

Detailed Study Regarding Teaching Methods

- Student-client feedback indicates the need for a close evaluation of the effectiveness of the Language Laboratory and Library Research at the high school level.
- Further research needs to be conducted to determine if, indeed, the teaching methods most often used in our schools are biased toward the "good student". Ways should be explored to implement more practical *group oriented* modes of learning especially in courses directed toward the slower learner.

Student Program Selection

* Steps should be taken, possibly through Diploma requirements, to encourage students to enroll in programs with an in-depth "core" of courses from Business, Vocational, or other practical arts subject areas.

* Program advisors should encourage the student to formulate career and occupational goals, as success in high school seems associated with holding such personal goals.

* Closer alignment between career goals and the high school program selected should be encouraged as this also seems to be associated with high school completion rates, even where "ability" ratings would suggest different programs.

Further Evaluation Of Specific School Services

* The counselling services in Alberta high schools seem to be in need of further evaluation, development and stimulation through provision of resources.

* Extra-curricular programs other than sports are in need of development and improvement.

General Changes In Curriculum Emphasis And Development

* Steps should be taken toward the provision of more and better practical work experiences, development of individual management skills, and preparation for the world of work.

* Curriculum committees need to re-evaluate the verbalizations of their objectives with regard to their appropriateness and/or clarity.

* Developmental studies need to be undertaken to ensure that all general goals are reflected somewhere in the range of subject-area or extra-curricular objectives.

* Recent emphasis on a "return to the basics" gets only moderate support, as did preparation for leisure time activities.

* More relevance in academic courses is needed.

Continued Support For Vocational And Business Education

* Attitudinal responses, achievement and articulation data, as well as career development information emphasize the individual and social return for educational dollars spent within the Vocational and Business programs.

The Type Of Term

* Further evaluation of the advantages and disadvantages of semestering is indicated, especially the tri-mester term.

CONCLUSIONS

Until recently, the education system has done relatively little toward systematically gathering information that would give overall indications of the effectiveness of our education system and indications of general areas of strengths and weaknesses. We have an urgent need for such an approach, not only to aid in the competition with other government departments for resources, but to provide the basis for greater improvement of schooling.

This pilot study emphasized the need for information gathered from the student-client of our schools. It has shown how this information could be related directly to provincial curriculum goals and objectives. It also has shown how information gathered could be organized according to a systems model in order to provide clearer indications of effectiveness.

The use of the model chosen also showed the need for other types and sources of information. There is an obvious need for information gathered from other important participants in the system such as teachers, administrators and parents. Standardized achievement scores also provide necessary bench marks, along with the systematic and comparative observations of skilled on-site evaluators. A model suitable for the evaluation of on-going programs at a general provincial level also points to the need for an *alignment* of other information such as costs related to administration and programs.

This pilot study showed many problem areas and needs for refinement. It also showed the need for greater clarity in goal and objective statements if they are to be used as a basis for evaluative feedback from those who have experienced our school curriculum.

Some Further Applications

A few additional approaches (beyond the scope of this project) started to show up as possibilities as the project drew to a close. Brief references to these follow.

Individual School Districts And/Or Schools. If such provincial information was gathered on an on-going basis, to establish (normative expectations) standards as the model suggests, information from large schools or districts could then be isolated and compared with provincial norms. The use of Bayesian statistics would provide the tool for establishing both the standards and the comparisons.

Comparison of Importance and Adequacy Ratings. All goals and objectives, even those of least importance, should be "adequately" achieved. The areas of most concern however, may be those areas where we have the most discrepency, i.e. high importance and low achievement or low importance and high achievement. An example from the general goal statements would be the fact that the goal "Develop management skills" is third highest on importance, but second lowest on the adequacy rankings.

Specific examples from the *sub-goals* are:

1. Of those sub-goals in the *top third on importance*, two are rated in the *bottom third on achievement*, namely the sub-goal dealing with management of resources (Imp.-5th, Achiev.-34th), and the sub-goal dealing with developing skills basic to the world of work (Imp.-11th, Achiev.-30th).

2. Of those sub-goals in the *top third on achievement*, four are in the *bottom third on importance*:

    (a) organizing information into categories (Achiev.-3rd, Imp.-25th),

    (b) develop a fund of information and concepts (Achiev.-5th, Imp.-31st),

    (c) apply scientific methods (Achiev.-8th, Imp.-27th),

    (d) establish sound personal health habits (Achiev.-9th, Imp.-33rd).

General Goals Reflected in Subject Area Objectives. An examination of the relationship of the sub-goals and the more specific subject area objectives indicates that some sub-goals are more clearly reflected in subject area objectives than others.

As an example, the third, fourth and fifth most important sub-goals (develop intellectual curiosity and eagerness for lifelong learning, develop a positive attitude toward learning, develop skills in managing natural, financial and human resources) are not clearly reflected in any of the subject area objectives. Where then would learning toward these goals take place?

We find that these sub-goals, possibly because they are not reflected in subject area objectives, are evaluated very low on achievement ratings.

RECOMMENDATIONS

An evaluative approach should provide comparative information on sub-systems within the total system, and provide for the systematic development of standards for comparison by decision makers. This report has provided an example of such an approach. Specific judgements of effectiveness and or value is left to the appropriate decision makers. Such monitoring would serve the educational system by providing an educational "audit" which would:

1. Provide indications of program effectiveness and subject area curriculum effectiveness and identify areas in need of more in-depth evaluation.
2. Give guidance to curriculum planners and resource allocators regarding future curriculum directions and emphasis.

The potential for the establishment of an on-going evaluation system, based on further development of the approach used in this pilot project has been demonstrated. Hence the following recommendations are made:

1. More detailed evaluations be undertaken in those areas indicated in the section on implications.
2. Greater developmental efforts and appropriate resources be directed toward those areas identified in the study as requiring more emphasis.
3. An on-going program of evaluation be established at the provincial level along the lines indicated in this study.
4. An on-going program of achievement testing be established at the provincial level, as *one* input of information into a total program of evaluation.